Carleton University
Department of Political Science

PSCI 4500A
Gender and Globalization
Tuesday 2:35-5:25
Please confirm location on Carleton Central

Instructor: Stephanie Redden
Office: Loeb B645
Phone: 613-520-2600 ext. 1657
E-mail: stephanie.redden@carleton.ca
Office Hours: Tuesdays 5:30 -6:30 p.m. (or by appointment)

Course Description

This course will explore the gendered effects of globalization. It will examine how the changing nature of production, global flows of capital and people have a differential impact upon gender relations and the lives of women in different locations. Additionally, it seeks to examine how women at the local (or everyday) level can be seen to be both situated within—as well as have the potential to impact—global processes and structures in various ways. Overall, this course aims to ground the study of the larger economic forces, structures, and processes of globalization in considerations of women’s everyday experiences and actions in various settings.

Course Objectives:

• to assess issues, concepts and debates associated with the gendered effects of globalization

• to analyze how processes of globalization have impacted on gender relations in various arenas

• to consider responses to the outcomes of globalization in local, national and international realms

• to examine the complex interconnections between global economic structures and women’s everyday experiences and actions

Format:

This class is structured as a weekly three-hour seminar. With some exceptions, the instructor will generally begin each three-hour session with a short lecture to introduce key themes and ideas associated with each topic. While there will be short student presentations in class, each session will operate as a seminar. Film documentaries will also complement some of the seminar material. Each student is expected to come to all classes and must be prepared to actively participate. All required readings must be completed prior to each class.

Course Materials:
All course material is available electronically through Carleton’s Ares Electronic Reserves. Ares is accessible from the course page on CU Learn. Readings have been organized by class date for your convenience.

**Evaluation:**
Students will be evaluated on the following basis:

- **Essay Proposal** 15%
  Students will be required to write an essay proposal based on a research topic of their choosing. The topic must be relevant to the broad themes and questions covered by this course. Each proposal should be five to seven pages long, including an annotated bibliography. Details attached. **Due Date: Feb. 10, 2015. Submit through CU Learn before 11:55 PM.**

- **Research Essay** 35%
  Students will submit a research paper based on their essay proposal. The paper should be 12-15 pages long (3,000-3,750 words). Details attached. **Due Date: March 31, 2015. Submit through CU Learn by 11:55 PM.**

- **Short Annotations** 25%
  Each student will submit five annotated entries (each entry worth 5%) based on required course readings. Each annotation must be no longer than three quarters of a page, single-spaced and is due in class on the same day as relevant reading. Late or missing annotations will not be accepted. The only exception is for documentable medical reasons. Details and schedule attached.

- **In-Class Presentation of Required Reading:** 10%
  Students will present a short presentation on one required reading in the term. A two page, double-spaced, summary of the presentation must be submitted in class on the day of the presentation. Presentation dates will be organized on January 6, 2015. Further details attached.

- **Attendance & Participation:** 15%
  Students will be evaluated on the basis of their active, informed and thoughtful oral participation in seminar discussions. See criteria attached. Students must arrive promptly at the start of class. Attendance will be taken within the first 30 minutes of class.

**STUDENTS MUST COMPLETE ALL COURSE REQUIREMENTS IN ORDER TO OBTAIN A FINAL GRADE**

*Policies on Assignments:

All assignments in this course (with the exception of the single-space annotation) must be 12 pt font, double-spaced and have standard one-inch margins. As much as possible they should be free of spelling and grammatical errors. They must include appropriate citations and
Assignments that do not have any citations will be returned to the student ungraded. Students will be permitted to re-submit the paper, within a specified deadline, but an automatic 10% penalty will be levied.

The University takes instructional offences (including plagiarism) very seriously. Please make sure that you are familiar with the regulations regarding instructional offences, which are outlined in the Undergraduate Calendar. Also, it is not acceptable to submit the same assignment in two different courses.

The essay proposal and research essay are to be submitted through CU Learn by 11:55 PM on the due dates specified. All other assignments (i.e. the five required annotations, as well as the in-class presentation outline) should be submitted directly to the Instructor in class. Please note that annotations and in-class student presentation outlines will ONLY be accepted if submitted to the Instructor in person, on the dates that they are due. Missing or late annotations and presentation outlines will not be accepted, except if the student is absent for documentable medical reasons, or due to other special circumstances (e.g. bereavement).

Please do not submit papers to the staff in the Political Science Office or put them in the Professor’s mailbox. Do not slip assignments under my office door, post them on my office door or drop them in my mailbox. Do not submit assignments by e-mail or fax. It is the student’s responsibility to ensure that the Professor receives papers and it is the student’s responsibility to collect the graded paper in a timely fashion. Students should make a copy of all of their assignments before submitting them and are advised to keep all notes and drafts of work until after the final grade has been assigned and awarded.

**Late Penalties**

Assignments are due on the dates specified in the course outline. Late papers will be subject to a penalty of 2% a day not including weekends. Assignments will not be accepted two weeks after the due date.

If you anticipate a problem with any one of the above deadlines please approach me as soon as you can in advance of the assignment. No retroactive extensions will be permitted. Do not ask for an extension on the due date of the assignment.

Exceptions for late work will be made only in those cases of special circumstances, (e.g. illness, bereavement) and where the student has verifiable documentation.

The Senate deadline for completion of term work is April 8, 2015.

**E-mail Policy**

Please send emails using your official Carleton email account only. E-mail will be answered within two business days. Do not submit any class assignments by e-mail. Please use e-mail only for quick queries and to set up appointments outside of regularly scheduled office hours.
SCHEDULE OF CLASSES

Week One (January 6th)  Introduction to the Course

→ **Students will sign up for seminar presentation**

- Introduction to course themes
- Class introduction
- Review of course outline and requirements

Week Two (January 13th)  Gender Perspectives & Globalization

→ **In class presentations start**


Week Three (January 20th)  Gender, Globalization, and the Everyday

→ **First Annotations Due**


**Recommended:**

Week Four (January 27th)  Gender, Globalization, and Politics of Location


Recommended:


Film:  “*Under One Sky*” 1999, 43 minutes [2538530] To be confirmed

Week Five (February 3rd)  Gender and Globalized Service Work


Recommended:


*Video: ‘Nalini By Day, Nancy By Night: A Film’ 2005, 27 min [265556] To be confirmed*
Week Six (February 10th) Gender and Globalized Production

→ Essay Proposal due by 11:55 PM (submit through CU Learn)


Recommended:


Video: ‘Made in Canada’ 2004, 21 minutes [266632]-To be Confirmed

Week Seven FEBRUARY: 16-20 READING WEEK NO CLASS

Week Eight (February 24th) Gender and Agriculture


Recommended:


Film: ‘Strong Coffee: The Story of Café Femenino’ 2007, 48 minutes [267257]-To be confirmed

Week Nine (March 3rd) Globalization and Poverty


**Week Ten (March 10th) Global Sex Work**


**Week Eleven (March 17th) Global Care Chains**


**Recommended:**


- Francesca Scrinzi, “Masculinities and the International Division of Care: Migrant Male Domestic Workers in Italy and France” in *Men and Masculinities* 13:1 (2010) pp. 64-44.

**Film:** ‘*The Nanny Business*’ 2010, 44 minutes [271347]- To be confirmed
Week Twelve (March 24th) Beauty and the Economy


Video: ‘The Beauty Backlash’ 2006, 30 minutes [266332]

Week Thirteen (March 31st) Gender, Globalization, and Resistance

Research Paper due by 11:55 PM (submit through CU Learn)


Recommended:


**Week Fourteen (April 7th) Transnational Feminism – Future Directions & Wrap Up**


**Recommended:**

**Dates:** Presentations dates will be arranged in class January 6.

**Worth:** 10%

All students will make short presentations on one assigned reading. Presentations that are too long (or too short) will be assessed accordingly.

**Guidelines:**

- Do not provide a detailed summary of the reading.
- Highlight key debates or issues raised by the author.
- Discuss the strengths and weaknesses of the reading.
- How does the reading relate to other assigned course readings and broader theme of globalization and gender?
- Raise one question for classroom discussion.

**Written Summary:**

You are required to submit a two page summary of your oral presentation. It must include your discussion question. This summary is due in the same class as your presentation. Late submissions will be penalized.

Note: You cannot do an in-class presentation on one of your five short annotations.

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**Essay Proposal**

**Due Date:** Feb. 10, 2015
**Length:** 12 pt. font, Five to Seven pages

**Worth:** 15%

**Purpose:**

The purpose of this assignment is to allow students an opportunity to do some preliminary research on an aspect of gender and globalization. The proposal is intended to assist students to develop and frame their own research topic. Additionally, this assignment ensures that students are provided with some early feedback on their proposed topic and preliminary thesis.

Your subsequent essay must reflect the topic outlined in the essay proposal.

**Task:**

Your essay proposal must include:

- A statement of topic. Why is this of interest to you and how does it relate to the course theme of gender and globalization?
- A preliminary thesis suggesting the directions you will pursue in this paper.
• A brief statement of why your thesis and topic is significant. Why is it important?

• A brief summary of what you have learned regarding key issues and debates in the relevant scholarly literature.

• A brief statement of how you plan to carry out the rest of your research

**Annotated Bibliography:**

Your proposal must also include an annotated bibliography of **five scholarly sources**. Each entry must include: (a) complete bibliographic details (b) topic of source (c) purpose/thesis and (d) why is this particular source important or relevant to your proposed topic.

**Note:**

The readings listed in your course outline provide a good starting point for identification of a topic and suggestions for other research sources. Where appropriate, course material should be integrated into your final essay. However, your annotated bibliography in the proposal should be a list of scholarly sources that do not appear on your course syllabus.

**Short Annotations**

**Worth:** 25%  [Five annotations @ 5% each]
**Length:** Between one half and three quarters of a page, single-spaced.
**Due Date:** Due on the same date as the relevant reading.

**Note:** Missing or late annotations will not be accepted. If you are absent from class you are not permitted to submit the annotation. Exceptions will be made only in case of illness or other documentable circumstances.

*Group collaboration is not permitted on this assignment.*

**Purpose:**

The purpose of the short written annotations is:

• To engage with the required reading in a focused and critical manner

• To enhance your contributions to seminar discussions.

**Task:**

Throughout the term each student in the class will submit five written annotations based on the required readings. Be prepared, if called upon, to share the points in your annotation in class. Each annotation should begin with relevant bibliographic details (author, title, source, publisher, year of publication). It should include the following information:
- Topic of the reading

- Key question or central argument

- Key supporting claims of the author

- Your identification of a strength and/or weakness of the reading

- One question for class discussion

- **Choice of Annotations:** *

Those students with the surname beginning with A-J may choose one reading/per week from the following weeks. You must complete one annotation for each topic.

<table>
<thead>
<tr>
<th>Jan. 20</th>
<th>Gender, Globalization, and the Everyday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 3</td>
<td>Gender and Globalized Service Work</td>
</tr>
<tr>
<td>Feb. 24</td>
<td>Gender and Agriculture</td>
</tr>
<tr>
<td>Mar. 10</td>
<td>Global Sex Work</td>
</tr>
<tr>
<td>Mar. 24</td>
<td>Of Beauty and the Economy</td>
</tr>
<tr>
<td>Apr. 7</td>
<td>Transnational Feminism</td>
</tr>
</tbody>
</table>

Those students with the surname beginning with K-Z may choose one reading/per week from the following weeks. You must complete one annotation for each topic.

<table>
<thead>
<tr>
<th>Jan. 27</th>
<th>Gender, Globalization, and the Politics of Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 10</td>
<td>Gender and Globalized Production</td>
</tr>
<tr>
<td>Mar. 3</td>
<td>Globalization and Poverty</td>
</tr>
<tr>
<td>Mar. 17</td>
<td>Global Care Chains</td>
</tr>
<tr>
<td>Mar. 31</td>
<td>Gender, Globalization, and Resistance</td>
</tr>
</tbody>
</table>

*Note: Students are not permitted to write an annotation on the same reading as their in-class presentation.

**Annotation Assessment Key:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Comments – General</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/A+</td>
<td>85-100</td>
<td>Excellent and succinct summary of topic and central argument. Key claims are clearly identified. There is a critical and original assessment. The annotation is very well written and free of inaccuracy. The question is focused on the reading and is original.</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>An excellent summary, key claims are identified and the assessment is very good. The annotation is clearly written and there are no inaccuracies. The question clearly addresses the specific reading.</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>There is a very good summary of the reading and key claims are clearly noted. The assessment is solid and there are no inaccuracies. The question is on topic. The</td>
</tr>
<tr>
<td>Grade</td>
<td>Range</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>There is a good summary of the reading and some key claims are noted. There is some effort to make an assessment. There are no major inaccuracies but annotation may be vague. A discussion question is included. The annotation is clearly written.</td>
</tr>
<tr>
<td>C+/B-</td>
<td>67-72</td>
<td>There is an effort to meet the terms of the assignment. There is a competent summary but some key aspects of the argument and/or topic are overlooked. Or, the question posed is cast in too general terms.</td>
</tr>
<tr>
<td>C or less</td>
<td>66 or less</td>
<td>There is a weak summary of the reading and unclear identification of claims. The discussion question is vague. The annotation may be difficult to read.</td>
</tr>
</tbody>
</table>

**Research Essay**

**Due Date:** March 31, 2015  
**Worth:** 35%  
**Length:** 12 – 15 pages (3,000 – 3,750 words)

**Purpose:**

The purpose of the essay is to provide you with an opportunity to develop the topic identified in your initial research proposal into a comprehensive, scholarly research paper.

**Marking:**

The paper will be marked on three criteria:

- Argument, organization and logic. Is the thesis presented in a logical and convincing manner?
- Research and use of evidence: Does the paper contain extensive and effective use of available research sources? Does it contain proper footnotes/endnotes and bibliographic style? Note: Minimum number of sources 10.
- Communication: Is the paper organized and written as clearly and concisely as possible?

**Seminar Participation and Attendance**

**Worth: 15%**

This class runs as a seminar based discussion. Students should come to class having completed the required reading in advance. Your active and thoughtful participation is important to the learning process. Attendance counts in the assessment of participation and attendance will be taken in each class.
**Rules of Conduct:**

- Arrive on time to class. Attendance will be taken in the first half hour.
- Please turn off cell phones and lap tops during this seminar.
- **Seminar assessment will be based on the following broad guidelines**

**A+**

- Attendance – Always
- Completed all the readings and is well prepared for class
- Draws connections between readings and course themes
- Offers excellent assessment on individual readings
- Provides original ideas on weekly topic
- Generates topical class discussion
- Always has insights on topic but is careful not to dominate discussion
- Asks relevant and topical questions

**A/A-**

- Attendance – Perfect or Near Perfect
- Completed all the readings and is prepared for class
- Draws links between readings and course themes
- Offers very good assessments on individual readings and is a frequent participant
- Generates topical class discussion
- Asks relevant and topical questions

**B+**

- Attendance - Near Perfect
- Completed all the readings and is prepared for class
- Offers useful observations of weekly reading
B/B-

• Attendance – Regular
• Completed most of the readings
• Good understandings of the theme of the required readings but may not always draw links between them
• Regular participant in discussion

C

• Attendance – Regular (or erratic)
• Has completed some of the required readings
• Does not actively participate in class discussion (or participation may not always reference weekly topic and/or substantive themes of readings)
• Oral contributions are sometimes off topic

D (or less)

• Both attendance and participation erratic

Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make
accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

**For Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**Plagiarism:** The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

**Submission and Return of Term Work:** Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at 4 p.m., stamped with that day’s date, and then distributed to the instructor. For essays not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

**Grading:** Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>12</td>
<td>67-69</td>
<td>C+</td>
<td>6</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
<td>11</td>
<td>63-66</td>
<td>C</td>
<td>5</td>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
<td>10</td>
<td>60-62</td>
<td>C-</td>
<td>4</td>
</tr>
<tr>
<td>77-79</td>
<td>B+</td>
<td>9</td>
<td>57-59</td>
<td>D+</td>
<td>3</td>
</tr>
<tr>
<td>73-76</td>
<td>B</td>
<td>8</td>
<td>53-56</td>
<td>D</td>
<td>2</td>
</tr>
<tr>
<td>70-72</td>
<td>B-</td>
<td>7</td>
<td>50-52</td>
<td>D-</td>
<td>1</td>
</tr>
</tbody>
</table>
Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student’s responsibility to monitor their Carleton and cuLearn accounts.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit https://www.facebook.com/groups/politicalsciencesociety/ or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.